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cussion of Homeric armor, shows a distinct improvement over Smith. Some of the illustrations are drawn from Reichel's *Ueber Homerische Waffen*, but the position of the writer is a conservative one and, after describing the Thorax, he refers expressly to Reichel only as follows: "The warriors sometimes fight without a *θώραξ*, and Reichel considers that the *μίτρη* was the only defensive armor, besides the shield, used by the heroes."

In other cases, too, the editor silently corrects errors in the Smith. Thus where Smith under *Lectus*, Vol. II, p. 18, col. 2, says "Often the feet (fulcra) too were of gold or silver," citing *Verg. Aen.* VI, 603, Cornish substitutes a brief statement of the explanation offered by Anderson in the *Classical Review*, Vol. III, p. 373.

Mistakes seems to be rare, but on page 698 under *προβολή* it is said that "The six generals who were impeached after the battle of Arginusae, 406 B. C., were proceeded against by *προσβολή*" (*Xen. Hell.* I, F. 35). It was the accusers of the generals who were so proceeded against, as is stated by Smith, Vol. II, p. 4 *g*, 2 *b*.

F. H. HOWARD

COLGATE ACADEMY

An Outline of the History of Educational Theories in England. By H. T. MARK. C. W. Bardeen, Syracuse, N. Y., 1899. \$1.25.

WE are still waiting for a history of educational theories in England. Mr. A. F. Leach has done more than any other person in England to stir up interest in this subject, and his books on *The Schools at the Reformation* and *Winchester College* have shed new lights on the early centuries. This book is one of the results of this awakening, but its contents are revealed by its title, "An Outline." It seems to be written for text-book purposes, a fault too common with our works on education. It is useful, however, in suggesting what a splendid field for investigation is open to the student of the history of education.

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